



ARIZONA'S SELF- ASSESSMENT FOR ESEA PROGRAMS

SIX-YEAR COMPLIANCE MONITORING CYCLE

September 2014

Purpose of the Monitoring Cycles

- ☞ **Compliance Monitoring**
- ☞ **Technical Assistance**
- ☞ **ADE Oversight of ESEA Programs**

Our GOAL is:

To consistently implement the monitoring process with all LEAs by utilizing:

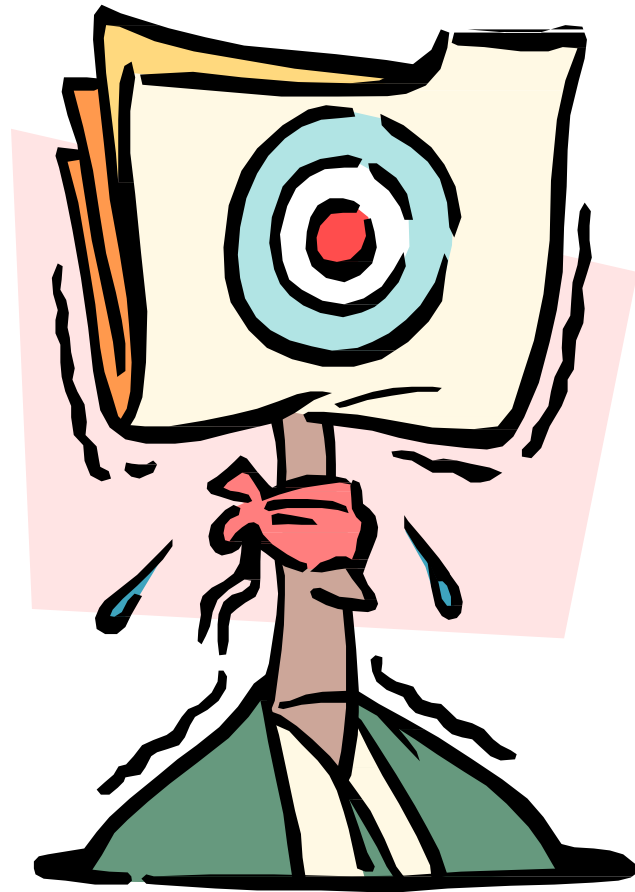
- ❑ **6-year Compliance Monitoring Cycle**
- ❑ **On-site reviews**
- ❑ **Monitoring procedures**
- ❑ **Technical assistance**

ADE views monitoring as:

- ☑ **A formative process to gather data and to review practices of an LEA in order to:**
 - ✓ **Ensure compliance**
 - ✓ **Identify areas of non compliance**
 - ✓ **Identify Technical Assistance Needs**
 - ✓ **Follow-up on areas of non compliance**
 - ✓ **Provide Assistance**









ADE/AAD does not view monitoring
as:



Target Practice
Best Practices
Looking beyond the
requirements of the
law

Continuous Monitoring of ESEA Programs Occurs When ADE Specialists:

-  **Review and approve fiscal applications and completion reports**
-  **Review audit findings**
-  **Review and accept ALEAT Continuous Improvement Plans**
-  **Review consolidated reports**
-  **Review LEA and school data and improvement information**
-  **Answer phone calls and e-mails**

Cycle 4 On-site visit

- ❑ **Parent Surveys**
- ❑ **Staff interviews**
- ❑ **Findings**
- ❑ **Follow-up**

ON-SITE MONITORING VISIT

➤ **CYCLE 4**

- ❑ **LEA Continuous Improvement Plans**
- ❑ **Schoolwide Programs**
- ❑ **Targeted Assistance Programs**
- ❑ **Parental Involvement**
- ❑ **Qualifications for Teachers and Parapros**
- ❑ **Private Schools**
- ❑ **Professional Development Plan**
- ❑ **Homeless Children and Youth**
- ❑ **Fiscal Requirements**
- ❑ **Services to migrant children, if applicable**

ALEAT LEA CONTINUOUS IMPROVEMENT PLAN

- **Developed with team including parents**
- **Based on comprehensive needs assessment**
- **Evaluated annually**

Comprehensive Needs Assessment

- **Process that gathers and analyzes multiple sources of data to determine areas of need**
- **School Improvement Self-Readiness Assessment**
- **Advanced Ed**
- **Charter Board**

Schoolwide Points to Keep in Mind

- **40% or above level of poverty**
- **1 year planning prior to implementation**
- **All teachers and instructional paras are considered Title I staff – must be HQ**
- **Professional Development – is for all staff including administrators**
- **Blending of funds proportionately (SW1-SW2-SW3)**
- **Involvement of parents in all aspects**



September 2014

Schoolwide Plan Components

1. **Schoolwide reform model strategies for all children based on Scientifically Based Research**
 2. **Comprehensive Needs Assessment**
 3. **High quality and ongoing Professional Development that is sustained, intensive and classroom focused.**
 4. **Effective, timely and additional assistance for students who have difficulty achieving proficiency and advanced levels**
 5. **Instruction by highly qualified teachers**
 6. **Strategies to attract highly qualified teachers**
 7. **Inclusion of teachers in decisions about the use of academic assessment for improving student achievement**
 8. **Strategies to increase parent involvement**
 9. **Plans for assisting preschool children in the transition from early childhood programs to elementary schools**
 10. **Integration of Federal, State and local services.**
- (required components in SW Plan in ALEAT)**

TARGETED ASSISTANCE

- **Criteria for identifying students for program:**

- **2nd grade and below**

- **Teacher recommendation**
 - **Parent request**
 - **Developmentally appropriate measures**

- **3rd grade and above**

- **Multiple, educationally related, objective criteria developed by the LEA and supplemented by the school**

TARGETED ASSISTANCE

- **Title I Targeted Assistance Program:**
 - ❑ **Uses resources to help Title I students meet the academic standards**
 - ❑ **Incorporates TA program into existing school planning**
 - ❑ **Uses effective instructional strategies based on SBR**
 - ❑ **Coordinates & supports regular education**
 - ❑ **Provides instruction by HQ teachers & paraprofessionals**
 - ❑ **Provides professional development opportunities**
 - ❑ **Implements strategies to increase parental involvement**
 - ❑ **Coordinates with other federal & state programs**
 - ❑ **Evaluates progress and revises program regularly**

ARIZONA SCHOOL IMPROVEMENT PLANS

- **Letter to parents**
- **Choice**
- **School Improvement goals and components in LEA CIP and school level plans**

LEA Title I Parent Involvement Policy

- **Developed with, agreed upon with, and distributed to parents of students participating in Title I programs**
- **Coordinates and integrates parental involvement strategies under Title I with other programs**
- **Involves parents in the activities of the LEA and Title I schools**
- **Involves parents in the evaluation of the parental activities and the academic achievement of the Title I schools**

LEA Title I School Parent Involvement Policy/Plan and School-Parent Compact Checklist

The LEA ensures that:

- **All Title I Parent Involvement Policies were developed with involvement of parents; distributed to parents; and agreed upon by parents**
- **Each Title I school held an annual meeting to explain the Title I program**
- **Each Title I school involves parents in the planning, review, and improvement of Title I program and parental involvement activities**

LEA Title I School Parent Involvement Policy and School-Parent Compact Checklist

- **Some items that must be included in the compact are:**
 - ❑ **How the school will provide high quality instruction**
 - ❑ **The importance of communication between teachers and parents**
 - ❑ **Opportunities for parents to volunteer and observe classroom activities**

ESEA HQ for Teachers

- **All teachers are HQ.**
- **All teachers complete the HQ Teacher documentation as required**
- **Principals have completed HQT database annually.**

ESEA HQ for PARAPROFESSIONALS

- **All Title I funded instructional paraprofessionals are highly qualified.**
- **All Title I funded instructional paraprofessionals have completed an Instructional Paraprofessional Attestation form and provided required documentation.**
 - 1. Test results**
 - 2. Transcripts**

PARENTS' *RIGHT TO KNOW*

- **Parents' Right to Know notice includes parents' right to request:**
 - Qualifications of teachers and para-professionals
 - Child's level of achievement based on required state assessments
- **Date Parents' Right to Know notice distributed**
- **Method of distribution**
- **Notice provided in a language and format that is understandable to the parents**

Parent Notification

Non-HQ Teacher – 4 weeks

- **4 week notice sent to parents**
- **Date Non-Highly Qualified teacher notice distributed**
- **Method of distribution**
- **Notice provided in a language and format that is understandable to the parents**

Private Schools

- **LEAs must provide a list of private schools within boundaries.**

***Not required for Charter Schools**

Consultation with Private Schools

- **Identify needs of students and teachers**
- **Discuss services and service delivery mechanisms**
- **Continue to meet**
- **Maintain documentation**
- **Retain control over federal funds**
- **Provide equitable services**
- **Services benefit the children not the private school**

Title I-A
Title II-A
Title III-A
Title II-D
MIGRANT

Determining Professional Development Needs

STUDENT DATA:

- **Benchmark assessments to monitor student achievement**
- **LEA assessment data**
- **Student work samples**
- **Student attendance**
- **Discipline referrals**

Determining Professional Development Needs

TEACHER DATA:

- **Highly Qualified Teacher Report**
- **Teacher Working Conditions Survey**
- **National Staff Development Council Professional Development Survey (SAI)**
- **Teacher evaluations**
- **Walk-through observations**
- **Lesson plans**
- **Logs**

The Professional Development Plan (ALEAT)

- identifies student learning goals based on analysis of data
- designs educator professional development goals that are parallel to student learning goals
- uses a variety of job-embedded professional development models tied to desired outcomes
- establishes a clear timeline that is reasonable and attainable.

Homeless Education Policy and Procedures Checklist

- **Policy must ensure that :**
 - **Homeless students are not segregated or stigmatized**
 - **Are immediately enrolled**
 - **Receive transportation if needed**

Homeless Education Policy and Procedures Checklist

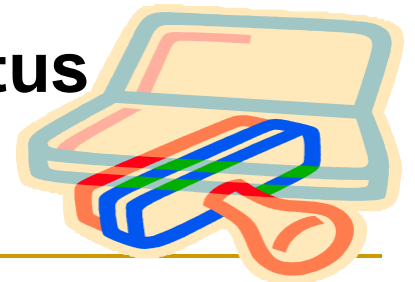
- **LEA Homeless Liaison must ensure that:**
 - ❑ **Homeless children and families receive services**
 - ❑ **Parents of homeless children are informed of educational and related opportunities for their children**
 - ❑ **Public notice of rights of homeless students is disseminated in the community**
 - ❑ **All staff are trained on the definition of homelessness**

FISCAL REQUIREMENTS

- **How do you distribute funds to schools?**
- **How do you maintain effort?**
- **How do you ensure supplement vs. supplant?**
- **How are you spending your funds?**
- **How do you ensure comparability?**

Compliance Activities in ALEAT

- **Determined at the end of the on-site visit with LEA**
- **All items that are out of compliance will include how the LEA intends to bring each item into compliance (corrective action)**
- **Bring out-of compliance items into compliance within the timelines.**
- **Continue operating in-compliance status**



If you have any questions or problems, please don't hesitate to call or e-mail your Education Program Specialist.

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